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ability materially. It is one of the marked weaknesses of even special teachers of English that they are limited in the ready application of a well-worded, practical rule to fit the commonest of errors. A ready reference to, and frequent repetition of, these rules will do much to give pupils a knowledge of composition.

The book should be welcomed by all faithful and earnest teachers seeking a thorough treatment of the vital thing in composition—learning to use the English language correctly.

LYON, D. O. *Memory and the Learning Process*. Baltimore: Warwick & York, Inc., 1917. Pp. 179.

This volume of nearly two hundred pages constitutes one of the most exhaustive treatments of memory that we have in experimental education. The experiments began in 1906 and have been carried on since that time. From time to time brief abstracts of the work have been published under the title "The Relation of Learning to Retentiveness." In 1908 experiments were started on "The Relation of Length of Material to Time Taken for Learning." Two methods, or distributions of time, were used, and thus there was added an extra problem which the author terms "Optimum Distribution of Time." The results of these experiments have been published in the *Journal of Educational Psychology*, Vol. V, Nos. 1, 2, and 3.

Chapters i and ii, dealing with "Forms of Mental Activity Included under Memory" and "Sub-divisions of Memory with Reference to Their Relations to the Learning Process," constitute a somewhat technical analysis of memory. Chapters iii and iv are confined to the examination of data obtained by experiment.

The technical details of the devices used can be of little interest to any but the student of experimental psychology, but the results obtained are of general interest to educators. Consequently chapter v, dealing with "The Educational Value of Psychological Research," is about the only part of the book that will be of interest in its entirety to the ordinary public. But all special students of experimental psychology and particularly those who have done some work in memory will prize very highly the vast amount of experimenting that Mr. Lyon has done and the scientific manner in which he has handled his results.

OPDYCKE, J. B., AND DREW, CELIA A. *Commercial Letters*. New York: Henry Holt & Co., 1918, Pp. viii+395.

The aim of this book as stated in the Preface is to "present good examples of the principal types of the commercial letter, from the simplest and most obvious to the most complicated, most scientific, most artistic."

The reputation of the authors guarantees that these letters have been selected with untiring diligence and discriminating judgment. They have

obtained access to a great amount of correspondence and have selected letters which have actually proved their effectiveness.

The letters are grouped and discussed under the following heads: (1) application; (2) reference, recommendation, and introduction; (3) order and acknowledgment; (4) claim and adjustment; (5) inquiry and information; (6) collection; (7) sales and follow-up letters; (8) form and circular letters; (9) announcements; notices, resolutions. The Appendix contains forms of telegrams, cablegrams, and filing.

As the Table of Contents suggests, the book is intended for use in both the business office and the schoolroom. It has the virtue of not imposing upon its readers the authors' views of what constitutes a good business letter. In fact, one wishes at times that the authors had expressed themselves more freely in discussions as to points in particular letters. It is surely a desirable book for models, and will find a practical place as a reference book in business offices and schoolrooms.

Educational Psychology Monographs. Baltimore: Warwick & York, Inc.

Three such monographs have been sent to the *School Review* this month. The first is entitled *The Stanford Revision and Extension of the Binet-Simon Scale for Measuring Intelligence*. It represents the work of Professor Terman and a group of collaborators. It summarizes the data on which the Stanford revision and extension of the Binet scale rests, and gives an analysis of the results secured by the application of the revised scale with nearly 1,000 unselected school children. It is a companion volume to *The Measurement of Intelligence* (Houghton Mifflin Co., 1916), which tells how the tests are scored and the results interpreted. The present volume deals with the following topics: "The Distribution of Intelligence," "The Rate of Growth and the Validity of the Intelligence Quotient," "Sex Differences," "Relation of Intelligence to Social Status," "Relation of Intelligence to School Success," "The Validity of the Individual Tests," etc. The material is so arranged as to make the monograph very usable. There are brief, clearly stated summaries at the close of each chapter. At the close of the book is a discussion of the Yerkes Point Scales.

The second monograph is *The Picture Completion Test*. It is the work of Rudolf Pintner and Margaret M. Anderson. The authors have prepared the book in response to the demand for the standardization of a procedure and a standard method of evaluating results. They have made Healy's Picture Completion Test the basis of their study. The standardization is based on the results of over 1,500 cases. By means of the reaction of subjects they have established norms for different ages. The results indicate that the test discriminates well between the ability of children at various ages. In addition to its general use as an intelligence test it is particularly valuable in cases where language handicaps appear on the part of subjects to be tested. The chief